

CHAPTER IV

RESULTS AND DISCUSSION

In this chapter the researcher shows and presents the data of the research. The results and discussion included the answers to the research problem and question; Can students' daily life based learning develop students' vocabulary mastery at grade seven of SMP Al-Ghazali, Batang Batang, Sumenep?

To answer the question, the researcher takes from some instruments, such as the observation checklist, field note, and the students' score that are done in every cycle. The data can inform the researcher whether students' daily life-based learning can develop students' vocabulary mastery at grade seven of SMP Al-Ghazali, Batang Batang, Sumenep or not.

A. Research Object

SMP Al-Ghazali locates on Jl Raya Tenggina, Batang Batang Daya, Batang Batang, Sumenep, Madura. It is still inside of Institute for Islamic Education of Al-Ghazali. It is very easy to reach, because it is in the center of Batang Batang Sub-District.

Because SMP Al-Ghazali is part of Institute for Islamic Education of Al-Ghazali which concern to build students knowledge and character based on Islamic thought, then it also has many additional lesson which concern to the students' development in field of Islamic thought, such as Arabic lesson, Islamic History,

Islamic Law, Tauheed, Islamic Art, and Islamic Character Building. SMP Al-Ghazali also has some great extra programs, such as English intensive Program which scheduled every morning.

Most of the students' stay in Al-Ghazali Boarding School. Therefore, they have to join Religious School in afternoon, English And Arabic Course in the evening, and some Islamic Studies in early morning. This made their day full of study.

SMP Al-Ghazali students and teachers have good character. Before beginning the first class, they prayed Dhuha and reciting Holy Qur'an together for a few minutes. They also always prayed Dzuhur together every day, but on Friday because they went home earlier on Friday.

They also have high discipline character and respectable. It is shown when they walk near to a teacher, they bend and when the bell rings, none of them are out of the class, also when they have to wait to take ritual ablutions, they lined up neatly.

It is a must for the students to speak in English or in Arabic in their daily conversation during in the school time, otherwise, they must recite holy Koran after the last class is over. This gave them much occasion to practice their English and Arabic language.

B. The Implementation of Teaching and Learning

1. Cycle 1

The first cycle is conducted from July 20th-30th, 2012. The subject is the students of grade VII. There are 14 students. They consist of 7 males and females. In this stage, the researcher becomes teacher and the English teacher becomes observer that helped the researcher to full up the observation.

a. Planning

In this stage, the researcher prepares everything needed in teaching vocabulary through students' daily life based learning. The first thing that researcher does is observing the students' daily activity. Researcher does this to know what vocabulary that students use in their daily conversation. After that, researcher designs lesson plan to be implemented on the action (see appendix I). Then, researcher prepares the instruments for teaching and learning process, such as students test sheet and observation checklist.

b. Action

Teacher opens the class by greeting the students, praying together and checking the students' attendance. After opening the class, teacher divides the class into two groups before asks them to play puzzle. The puzzle is picture of some students' daily activity. The main purpose of

this game, beside as a warmer up, is to introduce the topic they will talk at the day.

Then, teacher asks students to mention some vocabularies that students use in their daily activity. They must mention them in English. This activity purposed to test the students' vocabulary mastery.

After the activity, teacher asks students to match some words with some pictures. The words are the vocabulary that teacher has taught to the students. They are:

- Get Up
- Do a *wudlu*
- Pray Subuh
- Recite
- Sweep
- Have a breakfast
- Take a bath
- Go
- Play
- Sleep

This activity aimed to introduce the vocabulary that students will learn at the day. After playing matching game, the teacher drills the vocabulary to the students.

In addition, to deepen the students' understanding of the vocabulary, teacher asks students to fill some blanks in some sentence

that teacher prepared for the students. The students must choose the correct word to fill the blank. Then, they must arrange the sentence become a paragraph. Finally, teacher asks students to have a conversation in pairs to practice using the vocabulary that they had just learned. The teacher also asks students to come forward in the class and tell their daily activity.

All of activities that researcher have been planned are implemented in this cycle. However, it needs more time than the time researcher planned. Firstly, the teaching and learning process are planned for 80 minutes, but in fact, it takes about 93 minutes. This might because the researcher do not pay attention much to the time taken by each activity.

c. Observation

In this stage, the real English teacher acts as the observer. His name is Mr. Rudiyanto, S.Pd.I. The researcher collects information about the topic, materials, and the teacher students' activities during the acting stage using observation checklist (see appendix II). He ticked the observation in term of Yes, and No. He also notes down some aspects of the teaching and learning process which have not been covered yet in the observation checklist.

d. Reflection

In this stage, the English teacher and the researcher discusses the problem on teaching and learning process and try to find the solution based on the result of the observation.

2. Cycle 2

The second cycle is conducted from July 31th-August 15th, 2012. The subject and the technique are same with the first cycle. The subjects are the students of grade VII. There are 14 students. They consist of 7 male and female. In this stage, the researcher becomes teacher and the English teacher becomes observer that helped the researcher to full up the observation.

a. Planning

In this stage, based on the problem found in the first cycle, the researcher prepares and designs the solution for the problem. After that, researcher designs lesson plan to be implemented on the action (see appendix III). The lesson plan that researcher designs has similar procedure to the lesson plan in the first cycle. Then, researcher prepares the instruments for teaching and learning process, such as students test sheet and observation checklist.

b. Action

Teacher opens the class by greeting the students, praying together and checking the students' attendance. After opening the class, teacher divides the class into two groups before asking them to play puzzle. The puzzle is picture of some students' daily activity in the school. Beside as a warmer up, the main purpose of this game is to introduce the topic they talk at the day.

Then, teacher asks students to mention some vocabularies that related to school. They must mention them in English. This activity purposes to test the students' vocabulary mastery.

After the activity, teacher asks students to match some words with some pictures. The words are the vocabulary that teacher has taught to the students.

- Study
- Read
- Write
- Speak
- Listen
- Ask
- Answer
- Come in
- Come out

- Come late
- Have a break

This activity aimed to introduce the vocabulary that students will learn at the day. After playing matching game, the teacher drills the vocabulary to the students.

In addition, to deepen the students' understanding of the vocabulary, teacher asks students to fill some blanks in some sentence that teacher prepared for the students. The students must choose the correct word to fill the blank. Then, they must arrange the sentence become a paragraph. Finally, teacher asks students to have a conversation in pairs to use the vocabulary that they have just learned. The teacher also asks students to come forward in the class and tell their daily activity in the school.

c. Observation

In this stage, English teacher of SMP Al-Ghazali acts as the observer. The information about the topic, materials, and the teacher students' activities during the acting stage is collected using observation checklist (see appendix IV). The observer ticks the observation in term of Yes and No.

d. Reflection

In this cycle the researcher does not find serious problem because most of students could catch the lesson very well; it can be seen from the result of their test.

C. Result of Observation

The result of the observation is presented below

A) Result of Observation Checklist Cycle 1

This observation is conducted on Monday, July 23rd, 2012. The topic of the teaching and material is *My Daily Activity*. The result is presented on the table below:

Table II
Result of Observation Checklist for Cycle 1

INDICATORS	YES	NO
A. The Material		
1. The topics are in accordance with the curriculum	√	
2. The topics are understandable	√	
3. The topics extend the students knowledge	√	
4. The topics are familiar to the students' daily life	√	
5. The topics motivates students to learn	√	
6. The topics fit to the students interest	√	

B. The Teacher		
1. The teacher does appreciation	√	
2. The teacher explains material well	√	
3. The teacher uses total communication	√	
4. The teacher keeps eyes contact with the students	√	
5. The teacher is interactive	√	
6. The teacher test students understanding	√	
C. Students Responses		
1. Students understand the material	√	
2. Students are eager to response the teacher question	√	
3. Students are able to understand the correction from the teacher	√	
4. Students pay attention to the teacher	√	
5. Students are willing or courage to speak	√	
6. Students are willing to ask question to the teacher	√	

From the observation checklist above, observer answers all of points with ‘Yes’ answer. This means that the material of the teaching and learning process is understandable, extends to students’ knowledge, familiar, fit and motivates students to learn. The teacher also has become

a good teacher by giving appreciation to the students, explaining material well, using total communication, interactive and testing the students' understanding. While the students' responses, we can say that it is good, because they are eager to response the teacher, understand the material, pay attention and brave to ask and or answer. In other word, that the teaching and learning process are good.

In this cycle, observer suggests researcher to have better time management because the time taken for the teaching and learning process 19 minutes longer than the time planned in the lesson plan.

B) Result of Observation Checklist Cycle 2

For the second cycle, the observation is conducted on Monday, August 26th, 2012. The topic of the teaching and learning material is *My Daily Activity in School*. The result is presented on the table below:

**Table III
Result of Observation Checklist for Cycle 2**

INDICATORS	YES	NO
A. The Material		
1. The topics are in accordance with the curriculum	√	
2. The topics are understandable	√	
3. The topics extend the students knowledge	√	
4. The topics are familiar to the students' daily life	√	

5. The topics motivates students to learn	√	
6. The topics fit to the students interest	√	
B. The Teacher		
1. The teacher does appreciation	√	
2. The teacher explains material well	√	
3. The teacher uses total communication	√	
4. The teacher keeps eyes contact with the students	√	
5. The teacher is interactive	√	
6. The teacher test students understanding	√	
C. Students Responses		
1. Students understand the material	√	
2. Students are eager to response the teacher question	√	
3. Students are able to understand the correction from the teacher	√	
4. Students pay attention to the teacher	√	
5. Students are willing or courage to speak	√	
6. Students are willing to ask question to the teacher	√	

From the observation checklist for the first and the second cycle above, we can see that all of points observed have ‘Yes’ answer. From this answer, it can be concluded that the material of the teaching and learning process is understandable, extends to students’ knowledge, familiar, fit and motivates students to learn. The teacher also has become a good teacher by giving appreciation to the students, explaining material well, using total communication, interactive and testing the students’ understanding. While the students’ responses, we can say that it is good, because they are eager to response the teacher, understand the material, pay attention and brave to ask and or answer. In other word, that the teaching and learning processes are good.

D. Students’ Score

Before implementing the teaching and learning, to measure the students’ vocabulary mastery, researcher conducts a pre test to the students. Pre test is done to know their vocabulary mastery before they are taught using daily life-based learning and to ensure that the vocabularies that researcher will give to students are not mastered by them. Therefore, if the teaching and learning process succeed, indicated by the good vocabulary mastery of the students, it is because of the technique itself, not because the students had mastered it before.

In addition, to measure the students' comprehension to the material, test is given on the following day. The kinds of test given can be seen in appendix.

The test that researcher gives to the students' are scored by the researcher himself. For every correct answer, students get 5 score. After that, researcher counts the average score of each meeting.

The students' score for pre test is presented as below:

Table IV
Students' Score for Pre Test

No	Name	Score		Score
		Matching	Gap Filling	Summary
1	Istin	0	0	0
2	Ismaniyah	0	0	0
3	Abdur Rosi	5	0	5
4	Hosnatun Jannah	0	0	0
5	M Nur Fendi	0	0	0
6	Ja'farush Shadiq	15	0	15
7	Fiqih irawan	0	0	0
8	Anisah	5	0	5
9	Riska Wulandari	0	0	0
10	Fitri Vulasari	0	0	0
11	Mamang Al-Arif	0	0	0

12	Susanti	0	0	0
13	Hori	0	0	0
14	Frengki Kurniawan	0	0	0
Total Summary		25		
Classroom average		1.78		

From the test result, the total summary of the students' score is 25 or 1,78 if for the classroom average.

In addition, the students' score for test in the first cycle is presented as below:

Table V
Students' Score for Cycle I

No	Name	Score		Score Summary
		Matching	Gap Filling	
1	Istin	45	25	70
2	Ismaniyah	35	10	45
3	Abdur Rosi	50	30	80
4	Hosnatun Jannah	40	35	75
5	M Nur Fendi	50	50	100
6	Ja'farush Shadiq	45	30	75
7	Fiqih irawan	35	20	55
8	Anisah	50	40	90
9	Riska Wulandari	40	10	50

10	Fitri Vulasari	50	35	85
11	Mamang Al-Arif	40	30	70
12	Susanti	40	20	60
13	Hori	35	15	50
14	Frengki Kurniawan	40	25	65
Total Summary		970		
Classroom average		69.29		

From the test result, the total summary of the students' score is 970 or if 69,29 for the classroom average.

Then, the students' score for test in the second cycle is presented as below:

Table VI
Students' Score for Cycle 2

No	Name	Score		Score Summary
		Matching	Gap Filling	
1	Istin	45	35	80
2	Ismaniyah	40	40	80
3	Abdur Rosi	45	45	90
4	Hosnatun Jannah	40	35	75
5	M Nur Fendi	50	50	100
6	Ja'farush Shadiq	45	30	75
7	Fiqih irawan	35	30	65

8	Anisah	50	40	90
9	Riska Wulandari	40	35	75
10	Fitri Vulasari	50	40	90
11	Mamang Al-Arif	40	35	75
12	Susanti	40	40	80
13	Hori	35	35	70
14	Frengki Kurniawan	45	40	85
Total summery		1130		
Classroom average		80.71		

From the test result above, the total summary of the students' score is 1130 or 80,71 for the classroom average.

E. Discussion

1. Teaching and Learning Process

Based on the result of observation during the process of teaching and learning process in the first cycle and the second cycle, all over of the teaching and learning process are good. However, researcher needs to improve the time management skill.

a. Cycle 1

In the first cycle, the implementation of students' daily life based learning is not perfect. The researcher gets difficulties managing the time.

The time taken by the teaching learning process is more than the one that planned before. The researcher plans the teaching and learning process for 80 minutes. But, in fact, it takes 99 minutes. This is because the researcher does not pay attention much to the allocation of time taken in every activity.

Researcher also gets problem with the test that have been designed before. Based on the students' score for the first cycle test, students get low score in *gap filling* test. After interviewing the students, it is happened because the test is too complicated for students with poor English competence.

b. Cycle 2

The teaching and learning process in this cycle is conducted better than in the first cycle. The researcher is able to control and manage the time well, so that the time taken in the teaching process is such as the time planned before.

The students also get higher score in the second test because the researcher designed simpler test than in the first cycle.

2. Students Score

In the pre test, most of the students can not answer the test; only three of the students can answer one and two matching test. It means that they do not

know the vocabularies. In addition, according to the test result in the first cycle, the classroom average reaches 69.29. From this score, researcher concludes this technique did not fulfill the success criteria of this research. In this test, students are low in *gap filling* test, while in *matching* test, they get high score. Based on students' answer when the teacher asks them about the difficulties in answering the gap filling test, students are difficult to understand the paragraph. They are confused when one word collaborates with other word forming a sentence. This is supported by the English teacher. He said that it is too complicated for the students' at grade seven with very limited vocabulary. Therefore, researcher needs to revise and redesign the technique especially the *gap filling* test so that the students understand the test.

Then, in the test for second cycle, the students get high score both in matching and gap filling. The classroom average reaches 80,71. This score is more than the success criteria, 75. This means that this technique can develop the students' vocabulary mastery.